The Continuous Improvement Plan is Done...

What?
eProve Four Phases

1. **ENVISIONING**
   - Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

2. **PLANNING**
   - Work toward the development of your institution’s long- and short-term continuous improvement plan.

3. **IMPLEMENTING**
   - Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

4. **EVALUATING**
   - Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.
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01

Why Monitor & Evaluate?

Sustaining Improvement Efforts Throughout the Year
Tell Me Why!
Why is it important to Monitor & Evaluate?

- Visualize and Articulate Success
  - Simplified by using monitoring and evaluation processes

- Defining success criteria can be complicated
  - Clearly and Thoroughly defined

- Goals, objectives, initiatives, activities, and measures must be assessed
  - Creates a results-based improvement culture

- Challenging to prioritize data when
  - success criteria are not defined
  - monitoring mechanisms are not in place
  - evaluation does not occur.
Benefits of Monitoring & Evaluating

🎵 Evidence-based, Measurable Outcomes.
🎵 Accountability and Responsibility of Team Members
🎵 Details how the plan worked
🎵 Highlights how resources were utilized
🎵 Helps determine whether objectives, initiatives, and activities should continue
DATA PLANNING

How We Utilize Data Requires Intentional Planning
All this talk of data drives me CRAZY!
Guiding Questions

1. What are your current practices related to data and analysis?
2. Do you have regularly scheduled data meetings? If so, how often?
3. How proficient is your school staff at reading and interpreting data?
4. Who is responsible for guiding staff conversations regarding data when those conversations occur?
5. What sort of professional learning have you offered your staff to increase data literacy?
What is student data?

There are many types of data that support student learning—and they’re so much more than test scores. But individual data points don’t give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.

**TYPES OF DATA**

But what exactly do we mean by student data? Student data is collected from many sources and in many formats, although the type of data, and who can access it, varies.

- **ACADEMIC INFORMATION**
  - Growth
  - Courses
  - Enrollment
  - Grades
  - Completion
  - Graduation

- **TESTING**
  - Quizzes
  - Tests
  - Interim Assessments
  - Annual Assessments
  - Age
  - Race
  - Gender
  - Economic Status
  - Special Education Needs

- **DEMOGRAPHICS**
  - Attendance
  - Behavior
  - Extracurricular Activities
  - Program Participation

- **BY TEACHERS**
  - Observation
  - Engagement

- **BY STUDENTS**
  - Homework
  - Learning Apps

**REQUIREMENTS**

To get that full, clear picture, important requirements must be met for information to be truly useful and to empower people:

- **AVAILABLE**
  - Data must be there when you need it.

- **COMPLETE**
  - It must provide a whole picture of student learning.

- **RELEVANT**
  - Data must be relevant to your needs.

- **SECURE**
  - It has to be safeguarded and trustworthy.

- **EFFECTIVE**
  - Educators and policymakers must have the skills to use data effectively.

- **COMMUNICATE**
  - Data must be used to communicate how students and schools are doing.

- **SUPPORT**
  - It should be used to support teachers and educators.

- **IMPROVE**
  - And data should be used to improve learning.
Multiple measures of data

**Demographics**
- Enrolment, Absence Rate, Discipline, Ethnicity, Gender, Grade Level

**Perceptions**
- Standardized Tests, Norm/Criterion-Referenced Tests, Teacher Observations, Student Observations, Student Self-Assessment

**Student Learning**
- Over time, student learning data give information about student performance on different measures.

**School Processes**
- Description of school programs and processes

**Tells us:**
- What processes/programs work best for different groups of students with respect to student learning
- If a program is making a difference in student learning results

**Tells us:**
- The impact of the program on student learning based upon perceptions of the program and on the processes used
- The impact of student perceptions of the learning environment on student learning
- How perceptions can tell us about environmental improvements
- If groups of students are “experiencing school” differently
- The impact of demographic factors and attitudes about the learning environment on student learning

**Tells us:**
- What processes/programs different groups of students like best
- Over time, demographic data indicate changes in the context of the school and district
- Student participation in different programs and processes
- Over time, school processes show how classrooms change
- Over time, academic data indicate changes in the context of the school and district

**Tells us:**
- If processes/programs that best meet the learning needs of all students.
### Data Sources

#### Student Learning
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)

#### Perception Data
- Teaching and Learning Surveys
- Perception Survey Data (e.g., parents, students, teachers, community, school leaders)
- Self-Assessment Tools

#### Local Demographics
- School Location and Size
- Student Characteristics
  - Poverty, IEPs migrant, race, ethnicity, mobility
- Staff Characteristics (Experience, Attendance, Turnover)
- Feeder pattern

#### School Processes
- Instruction
- Curriculum and Instructional Materials
- Services and/or Programs (Title, Special Ed)
- Interventions
- Family/Community Involvement
- Evaluations of School
- Discipline Referrals and Suspension Rates
Data Conversations Are Ongoing

Beyond the initial forms of data we use to create our CIPs, we must develop a school culture that relies on data throughout the course of the school year.

Just as teachers depend on data to make real-time adjustments to instruction, schools and school leaders must also lean into data to make timely decisions regarding improvement efforts.
Mr. Maya's Data-Rich Year

When principals are empowered with data, teachers and students do better.

Principals have access to more quality data than ever, on factors like student and teacher performance, professional development needs, budget and resources, student behavior, attendance, and more. Let’s follow one principal, Mr. Maya, along with his leadership staff and team of teachers (and parents) through a school year to see how data help him enable teachers and students to set and meet education goals—and to continually improve.

1. Data teams, PLCs, and other groups meet to discuss and analyze data. They develop strategies for the school improvement plans and set goals for the following year.

2. As principal, Mr. Maya reviews the data and the team recommendations for schoolwide goal-setting. Because he attended those meetings, the district is clear. He also reviews budget and staff numbers to determine hiring needs.

3. Mr. Maya meets with teachers and discuses their evaluations. He gets an idea of who’s returning and who’s not, and who wants to move up classes or grade levels so that he can assign teachers according to student needs.

4. Mr. Maya reviews teacher surveys to determine what professional development opportunities are needed next year and how teachers are feeling about the school’s goals.

5. Mr. Maya meets with the leadership team to review teacher and student growth, track progress toward schoolwide goals, and discuss areas of concern. This is shared with teachers at team meetings.

6. Data on school needs and teacher applicants are used to find and recruit highly qualified educators suited to the particular needs of the school.

7. Mr. Maya, guidance counselors, and assistant principal receive student cumulative test scores and discuss the results. They print reports to share with the teaching staff.

8. Mr. Maya works with assistant principals and guidance counselors to review student schedules based on what they know about student performance and teachers’ skills and abilities.

9. At Open House, he shares the school vision and goals, based on data about students in the school with parents and members of the community.

10. Teachers return and Principal Maya shares new data, discusses professional development options, and explains the co-created goals for the school year.

11. During the first week of school, Mr. Maya informally observes in hallways, classrooms, and the cafeteria. He makes notes on areas that need improvement and is readily available to assist students, parents, and teachers.

12. He continues to observe formally and informally and meets with teachers to obtain feedback and discuss progress.

13. Mr. Maya meets with students regarding academic, behavior, and other concerns. They discuss attendance, discipline, and achievement data to guide students in setting personal and academic goals.

14. Meeting with the leadership team to review teacher and student growth, track progress toward schoolwide goals, and discuss areas of concern. This is shared with teachers at team meetings.

15. Principal Maya reviews analysis of recent attendance, discipline, and academic data with teachers at the school’s regular faculty meetings. Teachers then review their individual data in small groups and set personal goals that align with schoolwide objectives.
Ms. Bullen’s Data-Rich Year
When teachers are empowered with data, students do better

Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids. Follow one teacher, Ms. Bullen, and one of her students, Joey, through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

1. Before school starts, Ms. Bullen looks at her students’ past performance and sets goals and makes working groups for all of her students—including Joey.

2. She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.

3. In the classroom, Ms. Bullen observes Joey’s interactions for more information, and adjust instruction on the fly.

4. Ms. Bullen gauges Joey’s progress with her formative quizzes, which show what Joey learned that day or week, and her summative tests, showing how he’s improved over time.

5. She goes over all of Joey’s data with his parents, and explains what they show about his current performance and how he may do over time if he stays on track.

6. Joey and Ms. Bullen meet to discuss his performance, behavior, and attendance data—and what Joey’s parents want for him—setting goals for the year.

7. The principal reviews performance data with Ms. Bullen, using data to support and empower not all students. They note areas of strength and for improvement.

8. Throughout the year, data coaches and teachers work together to better understand and use different types of data.

9. Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

10. By the end of the year, grades and summative assessment data show Joey is back on track—but he will continue to need support in the future.

11. Ms. Bullen uses Joey’s data to help him with his class placement next year. Her conclusion is based on an objective—not an anecdotal—data.

12. After meeting with her principal, Ms. Bullen studies her own value-added score and evaluates how she did with different students, standards, or in concepts.

13. During the summer, Ms. Bullen and other district teachers meet to solve problems using data. They identify trends and promising practices from throughout the district.

14. With his parents’ approval, Ms. Bullen reviews Joey’s performance data with his after-school tutor. Together, they note areas for improvement.

15. An early warning system flags Joey and tells Ms. Bullen that he is at risk of getting off track, falling behind, or even failing.

16. Teachers use data together to improve practices. Recurring meetings are set up by grade level, subject matter, or other useful ways.

17. Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

Let’s get started!
## Data analysis protocol (informal)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What is being measured in these data?</td>
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<tr>
<td>Who is represented in the data pool?</td>
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<tr>
<td>What jumps out in the data on first glance?</td>
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<tr>
<td>Surprises</td>
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<tr>
<td>Expected</td>
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</tr>
<tr>
<td>What conclusions can we draw at this point?</td>
<td></td>
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<tr>
<td>What other data have we looked at recently that have suggested similar findings?</td>
<td></td>
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<tr>
<td>What other data might we consider to confirm or disprove these conclusions?</td>
<td></td>
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</tbody>
</table>
Data analysis protocol (formal)

What are we looking at here?

What is being measured in each assessment?

Which students are assessed?

What areas of student performance are meeting or exceeding expectations?

What areas of student performance are below expectations?

Do patterns exist in the data?

How did various populations of students perform? (Consider factors such as gender, race, and socioeconomic status.)

What are other data telling us about student performance?

What surprises us?

What confirms what we already know?
More than Numbers

Data inform our ability to make needed adjustments and guide our efforts toward success. It is important to remember that behind all the numbers, scores, levels, rates, and percentages hides what really COUNTS...children.
Professional Development Does NOT Just Happen
You’ve Got to do more than Say You’ll Be There
Guiding Questions

1. What are your current practices related to professional learning?
2. Do you have regularly scheduled professional development sessions?
3. How often are staff required to attend PD?
4. Who is responsible for leading professional learning on your campus? What experience does this person or group have related to teaching adult learners?
5. What is your follow-up procedure to determine impact of PD?
Typical Plan for Professional Learning (Year)

Day A: Beginning of the year motivational speaker
Day B: Planning and grade preparation
Day C: Select one of five day-long workshops
Day D: Plan and prepare grades
Day E: Select one of five day-long workshops
Day F: Plan and prepare grades
Revised Plan for Professional Learning

Day 1: Focus on school vision, mission, goals, needs, and data
Day 2: Identify professional learning that needs to take place
Day 3: Initiate Learning
Day 4*: Follow up and problem solve
Day 5*: Coach, mentor, observe
Day 6*: Continue learning, looking at data
Day 7*: Follow up and problem solve
Day 8*: Coach, mentor, observe
Day 9*: Continue learning, looking at data
Day 10*: Follow up and problem solve
Day 11*: Coach, mentor, observe
Day 12*: Analyze data and plan for the next year

*Likely to be partial days, as needed.
How are PD topics decided in your school?

A. PD is decided/planned at the school level
B. PD is decided/planned at the district level
C. PD is decided/planned by state agencies (RIC, AMSTI, ARI, etc.)
D. PD is decided/planned by curriculum partners (textbook company)
E. Other
Resources to help Guide Professional Learning Decisions
What resources do you have to help select meaningful PD topics?

**Student**
- Climate & Culture
- Back to School Readiness
- Student Engagement
- Student Survey for Schools

**Staff**
- Climate & Culture
- Back to School Readiness
- Staff Survey for Schools
- School Quality Factors Diagnostic

**Family/Community**
- Climate & Culture
- Back to School Readiness
- Community Engagement
- Family Engagement
- Parent Survey for Schools
What data have you collected from your teacher evaluation and/or observation tools?
National Staff Development Council (NSDC)

NSDC Standards* for Professional Learning are organized into three areas:

- Context Standards
- Process Standards
- Content Standards

*The NSDC Standards have been updated and are now the Learning Forward Standards. The Learning Forward Standards were adopted by the ALSDE and are utilized in the Alabama Coaching Framework.
<table>
<thead>
<tr>
<th>Context Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎷 Learning Communities</td>
</tr>
<tr>
<td>● PLCs with aligned goals to school/district goals</td>
</tr>
<tr>
<td>🎷 Leadership</td>
</tr>
<tr>
<td>● Skillful leaders who guide instructional improvement</td>
</tr>
<tr>
<td>🎷 Resources</td>
</tr>
<tr>
<td>● Supports for adult learning and collaboration</td>
</tr>
</tbody>
</table>
Process Standards

Data-Driven
- Student data is used to
  - Determine PD priorities
  - Monitor progress
  - Sustain continuous improvement

Evaluation
- Multiple sources of information to guide and show impact

Research-Based
- Prepares teachers to apply research to decision making
Process Standards (continued)

- Design
  - Learning strategies appropriate to the intended goals

- Learning
  - Applies knowledge about adult learning and change

- Collaboration
  - Provides knowledge and skills to collaborate
Content Standards

 Equity
- Understand and appreciate all students
- Create safe, orderly, and supportive learning environments
- High Expectations for All

 Quality Teaching
- Deepens Content Knowledge
- Provides Research-Based Instructional Strategies
- Relies on Rigorous Academic Standards
- Prepares for the use of various forms of assessment

 Family Involvement
- Involve families and stakeholders appropriately
The Backmapping Model

**Figure 2. Backmapping model diagram**

1. **Step 1** Analyze student learning needs.
2. **Step 2** Identify characteristics of community, district, school, department and staff.
3. **Step 3** Develop improvement goals and specific student outcomes.
4. **Step 4** Identify educator learning needs and develop goals and objectives.
5. **Step 5** Study research for specific professional learning programs, strategies, or interventions.
6. **Step 6** Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.
7. **Step 7** Implement, evaluate and sustain the professional learning.

*Improved Student Learning*
Tools & Resources to Assist You

About ATLAS

ATLAS provides a library of authentic cases of accomplished teaching practice indexed to common teaching and learning frameworks across a wide variety of classroom settings.

Welcome to the ATLAS case library of accomplished teaching!

Email
Password
Forgot your password? Log in

Find out more
Tools & Resources to Assist You

[Image: Cult of Pedagogy]
Tools & Resources to Assist You

Teaching Channel has more than just videos. Find your professional learning solution here:

- TEACHING CHANNEL PLUS
  - Higher Ed
  - K-12
Welcome to The Teacher Toolkit!
Engaging techniques for effective teaching

For every tool you'll find:
- An explanation of how and when to use it
- A template students can use to implement the tool
- A place to take notes about how you use each tool

We're also adding videos that will show you the strategies in action.

View Our Tools
INSTRUCTIONAL ROUNDS

Time to Calibrate and Collaborate Together is Essential

04
Rounds Focus on the Task not the Teacher. So, don’t Say My Name
“The idea behind instructional rounds is that everyone involved is working on their practice, everyone is obliged to be knowledgeable about the common task of instructional improvement, and everyone’s practice should be subject to scrutiny, critique, and improvement.”
## What Instructional Rounds are NOT...

<table>
<thead>
<tr>
<th>Not Walkthroughs...</th>
<th>Not PLCs...</th>
<th>Not Improvement Strategies..</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Walkthroughs presume that as the instructional leaders, we know what we are looking for and will <em>monitor</em> to see that it is there.</td>
<td>● PLC’s suffer from <em>too many definitions and purposes</em>, though the common factor seems to be a group of professionals who collaboratively assist one another in the process of improving their individual and collective practice.</td>
<td>● Rounds <em>inform</em> and are <em>informed</em> by improvement strategies.</td>
</tr>
<tr>
<td>● Little of the walkthrough process confronts us to <em>reflect on our own practice</em> as instructional leaders and to grow in our practice.</td>
<td>● Rounds, then, can be a <em>vehicle for PLC work</em>, when the focus is on gathering evidence about a commonly-identified problem of practice, with the goal of enhancing our overall effectiveness.</td>
<td>● Rounds start with a <em>problem of practice</em>, one that often emerges from some improvement strategy, and end with ideas for making our improvement strategies more effective.</td>
</tr>
<tr>
<td>● Instructional rounds are as much about the <em>leaders</em> growing through the process as the teachers they will observe.</td>
<td>● Rounds are, then, a <em>vehicle for improving</em> our strategies and making us much more <em>reflective</em> about our work.</td>
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</table>
Problem of Practice

- Comes from data, dialogue, and current work
- Refers to an unresolved question or dilemma of student learning
- Focuses on one element of practice
- Involves shared inquiry

Often identified as important in the school improvement plans

Must be definable, observable, and actionable by the school
The Instructional Core

- Students
- Instructional Task
- Teachers
- Content
The Seven Principles of the Instructional Core

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.

2. If you change any single element of the instructional core, you have to change the other two.

3. If you can’t see it in the core, it’s not there.


5. The real accountability system is in the tasks that students are asked to do.

6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some point in the past, and not by hiring experts who act as proxies for our knowledge about how to do the work.

7. Description before analysis, analysis before prediction, prediction before evaluation.
Instructional Rounds Cheat Sheet

- NOT about “fixing” teachers
- Used to understand:
  - What is happening in classrooms
  - How a system produces those effects
  - How to move closer to creating the learning we want to see
- Descriptive and Analytic, NOT Evaluative
  - Nothing is described as “good” or “bad”
  - We do not say we “like” or “don’t like”
INSTRUCTIONAL ROUNDS in EDUCATION

A Network Approach to Improving Teaching and Learning

Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel
With a foreword by Andrew Lachman

LEADING INSTRUCTIONAL ROUNDS in EDUCATION

Thomas Fowler-Finn
With a foreword by Lee Teitel

A Facilitator’s Guide
What about Walkthroughs, Learning Walks, Observations, and Peer Visits?
An Open Door Culture

Creating an environment where teachers welcome visitors into their classrooms takes **time, trust, and a plan.**

What strategies have you found successful for creating an open door culture in your building?
MID-YEAR REVIEWS
Progress Monitoring Extends Beyond Students
It’s Time to look in the Mirror
Guiding Questions

How would you describe your mid-year review (MYR) process?

What data do you collect for the MYR?

Who all participates in MYR?

How do you currently determine if your activities and/or critical initiatives have been effective?

What supports might be helpful in ensuring your improvement efforts stay on track?
1. **ENVISIONING**

Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

2. **PLANNING**

Work toward the development of your institution’s long- and short-term continuous improvement plan.

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Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

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ENACT AND MONITOR PROGRESS

Critical Initiative
Plan, provide, and monitor instruction to ensure success

Start Date: 08/27/2019    End Date: 05/29/2020
Objective: Students will be proficient on grade-level standards

Activity
Use of lesson plan template

Person Responsible: All teachers, Instructional Coach, C&I
Launch Date: 08/27/2019

Resource(s)
Financial Resources: Source of Funding:
### Enact and Monitor Progress Worksheet

<table>
<thead>
<tr>
<th>Critical Initiative</th>
<th>Question 1: How successful have activities within this critical initiative been to date?</th>
<th>Question 2: What data sources can we utilize to verify our thoughts?</th>
<th>Question 3: Would you classify this critical initiative as being On Track, Lagging, or At Risk?</th>
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Mid-Year Review Cognia Process

Step 1: The leadership team meets to discuss the progress being made regarding each activity within a Critical Initiative.

Step 2: The team should then determine an overall tracking status for the Critical Initiative based on the cumulative success and/or struggles of the individual activities.

Step 3: Assign the decided status for each Critical Initiative in the Cognia platform.
Mid-Year Review Cognia Process

Step 4: The team should craft a brief explanation as to why the status was chosen. The narrative should be simple and straightforward. It should include the following components at minimum:

- Restate the status you selected (1 sentence)
- Rationale as to the selection of the status (1 sentence)
- Reference the data which support the assigned status (1 sentence)
- List specifics regarding any activities within the initiative that need to be adjusted moving forward (1 sentence)

Step 5: Be sure to include and save comments at any point adjustments are made. It will help with the EOY Processes.
Storing Data & Documentation

- As you monitor the progress of your plan, add data reports, documents, and artifacts to a shared folder hosted in the cloud.
- Make sure you can generate a link to this shared folder.
- Organize subfolders around themes and critical initiatives.
### Progress Monitor Card Template

**Objective 1. Critical Initiative 1.1**

<table>
<thead>
<tr>
<th>Progress Monitor</th>
<th>Target Cycle</th>
</tr>
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</table>

**Critical Initiative**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Launch Date</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Current Target</th>
<th>Benchmarks</th>
<th>Status/Notes</th>
</tr>
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inFocus:
A Guide for Strategic Thinking and Improvement Planning
06

END-OF-YEAR PROCESSES

Laying the Foundation for a Well-Developed Plan
What do you do when you reach the End of the Road?
eProve Four Phases

1. ENVISIONING
   Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

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4. EVALUATING
   Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.
Conduct an Educational Garage Sale

The “Garage Sale” is an EOY protocol that can be used to help teams categorize, reflect, and plan.
Museum
These are practices or activities that served the school well and no longer need but can be used for future references.

Not-For-Sale
These practices or activities are essential towards meeting our goals - they are important to keep, update, and reuse.

Repair Shop
These are practices or activities that made little to no impact and need some further discussion, collaboration, repair, or improvement.

Garbage
These are practices or activities that need to be thrown out. They no longer serve their purpose or they were not impactful.

Toxic Waste
These are practices or activities that had a negative impact. Discard responsibly!
Activities
- What activities will you carry over “as is”?
- What will need to be repaired?
- What areas will need additional support?

Critical Initiatives
- What initiatives will you carry over “as is”?
- What will need to be adjusted?
- What areas will need additional support?
- Where do you anticipate new areas of critical need?

Objectives
- Have your goals shifted as a result of the pandemic?
- Are there additional areas for improvement beyond what is currently represented in your plan?
DETERMINE IMPACT OF CRITICAL INITIATIVES

Determine Impact of Critical Initiatives

There still is a need for summative review even though elements of the Evaluating Phase appear throughout the entire strategic thinking and improvement planning process. To address this, the Evaluating Phase leverages the theories of action you created to determine the effectiveness of each Critical Initiative. These determinations ultimately inform your discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.

To begin this work, select "View Theory of Action" to access the theory of action for each Critical Initiative and complete the following steps:
1. Determine the results of the intended outcomes and key measures for each Critical Initiative.
2. Verify the Critical Initiative was implemented with fidelity.
3. Discuss findings from Critical Initiatives in relation to one another and describe results in a holistic way.

Understanding the progress of the Annual Improvement Plan should inform decision-making for the future. You can document the findings in a narrative format in the space provided below. This information will remain here, but you might want to save it in another format for future use. You can also upload documents that help substantiate your findings.

Download the guide to learn more about Determine Impact of Critical Initiatives.

Select a Critical Initiative:
- All Critical Initiatives Selected (10)
- View

Critical Initiative
- Develop and implement strategies to increase student attendance

Analysis of Findings

Enter Analysis of findings here

Remaining 3000

View Theory of Action
Add comment by clicking +
Suggestions for Crafting Your Narratives

For each critical initiative your team will need to summarize your findings. You will craft statements that offer a justification as to why you all felt the critical initiative was On Track, Lagging, or At Risk. Reference the data sources you all used to reach your conclusions.

The narratives you post here should provide enough information for the next CIP team to make educated decisions regarding whether or not a critical initiative should remain in the plan and/or if specifics activities should be kept or discarded.
JUDGE SUCCESS OF ANNUAL PLAN

Judge Success of Annual Plan

In the Determine Impacts of Critical Initiatives subphase, you identified the findings from the evaluation of individual critical initiatives in relation to one another.

Based on a thorough exploration of outcomes, write a summary of the findings regarding the effectiveness of the Annual Improvement Plan. How did the work related to the critical initiatives connect to any progress toward achieving long-term objectives?

Download the guide to learn more about Judging Success of Annual Plan.

Overall Findings

Enter findings here

Attachments
Writing Your Summary of the Overall Plan

As a team, you will write a narrative that summarizes your thoughts regarding the success of the overall ACIP. You will consider individual activities and critical initiatives as you develop this statement. You will reference areas of success and concern. Consider the following questions when constructing your summary.

- Is our now current reality different from our then current reality?
- Are these differences what the school expected to see?
- Did the school faithfully execute the ACIP as written?
- Are there alternative explanations for success or failure?
- Did we address the needs of ALL students equitably?
- Did we address the needs of ALL students holistically?
Evidence (Using a Cloud Folder)
It’s Time to Say

Bye, Bye, Bye
We are here for you...

mshields@alsde.edu
kanderson1@alsde.edu
taurus.smith@alsde.edu
joseph.garner@alsde.edu
marcy.burroughs@alsde.edu
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MANY THANKS!

Any questions?
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